DOCUMENT RESUME

ED 308 266 UD 026 818

TITLE	The Texas State Plan for the Education of Homeless Children and Youth.
INSTITUTION	Texas Education Agency, Austin. Div. of Special Programs.
PUB DATE	May 89
NOTE	60p.; Some pages contain marginally legible print.
PUB TYPE	Legal/Legislative/Regulatory Materials (090) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Access to Education; *Disadvantaged Youth; Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal Programs; *Homeless People; Program Administration; *Program Implementation; Social Services; State Federal Aid; State Programs; *Student Needs; Student Problems; Student Welfare
IDENTIFIERS	*Stewart B McKinney Homeless Assistance Act 1987; *Texas

ABSTRACT

Texas's state plan for homeless education is presented in response to requirements of Title VII-B of the Stewart B. McKinney Homeless Assistance Act of 1987. The plan is comprised of prefatory material, four main sections, and four appendices. The prefatory material consists of the following parts: (1) a prefatory statement; (2) a copy of the federal assistance form for Texas; (3) assurances of compliance; and (4) budget information. The first section, "Definitions," defines the following terms: (1) "homeless children and youth"; (2) "free and appropriate public education"; and (3) "school-age." The second section, "Statement of the Problem," enumerates 22 difficulties for homeless education within the following categories: (1) barriers to data collection; (2) barriers to enrollment; and (3) barriers to attendance and success in school. The third section, "Objectives and Activities," describes goals in the following areas: (1) data collection; (2) residency and guardianship requirements; (3) school choice and dispute resolution; (4) unexcused absences policy; (5) parent awareness and participation; (6) school personnel sensitivity; (7) development of a best practices manual; (8) inter-agency coordination; and (9) a homebound services feasibility study. The following appendices are included: (1) a list of Advisory Task Force members; (2) sample strategies and systems; (3) a copy of Subtitle VII-B of the McKinney Act; and (4) a student record data collection form. (AF)

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5-26-89

ED308266

THE TEXAS STATE PLAN FOR THE EDUCATION OF HOMELESS CHILDREN AND YOUTH 1989-90

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Texas Education Agency
Division of Special Programs

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ACKNOWLEDGMENTS

The Texas Education Agency acknowledges the contributions made by the members of the Advisory Task Force for the Education of Homeless Children and Youth to the development of this plan. In a series of three meetings, these individuals helped the Division of Special Programs identify the barriers that were preventing homeless children and youth from attending school and helped identify possible solutions to those barriers that have been incorporated into this plan. The concern for children, the understanding of homelessness, the sense of mission, and the constructive energy that these individuals have shared was invaluable to the development of this plan. If in the implementation of this plan, we can generate the same spirit of concern, commitment, and cooperation that went into the development of this plan, we will make significant strides towards our goal of providing a free and appropriate public education for all homeless children and youth in Texas.

PREFACE

In July of 1987, Congress passed the Stewart B. McKinney Homeless Assistance Act. This legislation was created to respond to the rapidly growing crisis of homelessness in our country. The McKinney Act authorized expenditures for a variety of programs including funds for emergency shelters, health care, services for the mentally ill, job training, and adult education. Title VII-B of the McKinney Act was directed specifically towards the education of school-age homeless children and youth.

Research by the Child Welfare League and other groups has concluded that as many as 18 to 20 percent of homeless individuals in America are children. These studies have further determined that as many as 43 percent of homeless children do not attend school. Title VII-B was enacted to cause states to determine the number and the needs of homeless children, to determine the extent to which homeless children were attending school or not, to identify the barriers that were keeping homeless children out of school, and then to develop and implement a state plan that would assure that all homeless children would have access to a free public education, including the educational services (available to other residents of the State) for which each child might be eligible.

The Texas Education Agency endeavors to comply with the letter and the spirit of the McKinney Homeless Assistance Act. The State of Texas needs to educate all of its children. We cannot afford to do less than our best to provide a quality education for every boy and girl in this state. Particularly, we cannot afford to miss our opportunity to give children the best insurance available against poverty and homelessness, a quality education.

The Texas Education Agency recognizes that providing a quality education that truly meets the needs of homeless children is a challenge to the creativity, commitment, and the resources of local school districts. We look forward to having the federal government share in our commitment by providing more than the token funding that is currently appropriated for this effort. Thus, this plan should be viewed as an appropriate beginning.

The central themes of this plan are sensitivity and coordination. If we are to be successful in our attempts to educate children suffering the physical deprivations and emotional devastation associated with homelessness, we must have an awareness of and sensitivity to the issues that are barriers to their full and active participation in the process of education. Once we obtain that sensitivity, we must carefully coordinate our efforts with all available public and private resources, so we can ensure homeless children and youth the best education we can provide.

FEDERAL ASSISTANCE

1. TYPE OF SUBMISSION (Mark appropriate box)
- ☐ NOTICE OF INTENT (OPTIONAL)
- ☐ PREAPPLICATION
- ☐ APPLICATION

2. APPLICANT'S APPLICATION IDENTIFIER — a. NUMBER; b. DATE (Year month day) 19

3. STATE APPLICATION IDENTIFIER (NOTE TO BE ASSIGNED BY STATE) — a. NUMBER; b. DATE ASSIGNED (Year month day) 19

Leave Blank

SECTION I - APPLICANT/RECIPIENT DATA

4. LEGAL APPLICANT/RECIPIENT
- a. Applicant Name: Texas Education Agency
- b. Organization Unit: Division of Special Programs
- c. Street/P.O. Box: 1701 North Congress Avenue
- d. City: Austin — e. County: Travis
- f. State: Texas — g. ZIP Code: 78701
- h. Contact Person (Name & Telephone No.): Joseph F. Johnson, Jr. (512) 463-9694

5. EMPLOYER IDENTIFICATION NUMBER (E.I.N.): 1-746003079-A2

6. PROGRAM (From CFDA) — a. NUMBER: 8 4 [illegible] 9; MULTIPLE ☐; b. TITLE: Education of Homeless Children & Youth

7. TITLE OF APPLICANT'S PROJECT (Use section IV of this form to provide a summary description of the project.)
The Texas Approach to the Education of Homeless Children and Youth

8. TYPE OF APPLICANT/RECIPIENT (Enter appropriate letter)

9. AREA OF PROJECT IMPACT (Names of cities, counties, states, etc.)
State of Texas

10. ESTIMATED NUMBER OF PERSONS BENEFITING: 10,464

11. TYPE OF ASSISTANCE (Enter appropriate letter): A

12. PROPOSED FUNDING

a. FEDERAL	$ 255,668 .00
b. APPLICANT	.00
c. STATE	.00
d. LOCAL	.00
e. OTHER	.00
f. Total	$ 255,668 .00

13. CONGRESSIONAL DISTRICTS OF: a. APPLICANT 10th Congressional District; b. PROJECT Statewide

14. TYPE OF APPLICATION (Enter appropriate letter)

15. PROJECT START DATE (Year month day): 19 89 07 01

16. PROJECT DURATION: 12 Months

17. TYPE OF CHANGE (For 1a or 1e) (Enter appropriate letter(s))

18. DATE DUE TO FEDERAL AGENCY (Year month day): 89 04 30

19. FEDERAL AGENCY TO RECEIVE REQUEST: U.S. Department of Education

20. EXISTING FEDERAL GRANT IDENTIFICATION NUMBER

a. ORGANIZATIONAL UNIT (IF APPROPRIATE): Application Control Center

b. ADMINISTRATIVE CONTACT (IF KNOWN)

c. ADDRESS: Washington, D.C. 20202

21. REMARKS ADDED: ☐ Yes ☒ No

SECTION II - CERTIFICATION

22. THE APPLICANT CERTIFIES THAT: To the best of my knowledge and belief, data in this preapplication/application are true and correct, the document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is approved.

a. YES. THIS NOTICE OF INTENT/PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE ---

b. NO. PROGRAM IS NOT COVERED BY E.O. 12372 ☐
OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW ☐

23. CERTIFYING REPRESENTATIVE — a. TYPED NAME AND TITLE: Thomas E. Anderson, Jr. Deputy Commissioner for Finance and Compliance; b. SIGNATURE: Thomas E. Anderson

24. APPLICATION RECEIVED (Year month day) 19

25. FEDERAL APPLICATION IDENTIFICATION NUMBER

26. FEDERAL GRANT IDENTIFICATION

SECTION III - FEDERAL AGENCY ACTION

27. ACTION TAKEN
- ☐ a. AWARDED
- ☐ b. REJECTED
- ☐ c. RETURNED FOR AMENDMENT
- ☐ d. RETURNED FOR E.O. 12372 SUBMISSION BY APPLICANT TO STATE
- ☐ e. DEFERRED
- ☐ f. WITHDRAWN

28. FUNDING

a. FEDERAL	$ .00
b. APPLICANT	.00
c. STATE	.00
d. LOCAL	.00
e. OTHER	.00
f. TOTAL	$ .00

29. ACTION DATE (Year month day) 19

30. STARTING DATE (Year month day) 19

31. CONTACT FOR ADDITIONAL INFORMATION (Name and telephone number)

32. ENDING DATE (Year month day) 19

33. REMARKS ADDED: ☐ Yes ☐ No

NSN 7540-01-008-4102
PREVIOUS EDITION [illegible]

STANDARD FORM 424 PAGE 1 (Rev [illegible])
Prescribed by OMB Circular A-102

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Governor's Budget and
Planning Office
Date: _____

1. Applicants Name:
Agency
Texas Education Agency

2. Project Period
From: 07-01-89
To: 06-30-90

3. Statutory Authority: Stewart B. McKinney, Homeless Assistance Act Title VII, Subtitle

4. Federal Funding Agency: Department of Education

5. New ___ Continuation X

6. Program(s) and Activity(ies)

.Further develop and implement a data collection system

.Develop and disseminate state policy

.Initiate awareness programs

.Promote local inter-agency coordination

.Provide grants for the development of best practices manuals

.Study the provision of homebound (in shelter services for students at risk of domestic violence

7. Title and Anticipated Benefits of Project:

The Texas Approach to the Education of Homeless Studen

Homeless students will benefit from:

1) having their needs and numbers identified
2) expediting their enrollment in school
3) having a uniform state policy implemented
4) having teachers and other school personnel with greater awareness of and sensitivity to the problems of homeless children and youth

8. Anticipated Funding

	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
Federal	$ 255,668				
State					
Cash					
In-Kind					
Other (specify)					
Total	$ 255,668				

9. Other agencies that may be affected or that may otherwise be interested in reviewing this project:
1. Texas Health and Human Services Coordinating Council (Participated on task-force)
2.
3.
4.
5.
6.
7.
8.

10. If funded, will this project require the future appropriation of additional State Funds to fully accomplish the objective? Yes ___ No X

11. Will State Funding for this project be requested if federal assistance is denied? Yes ___ No X

12. Review Required by OMB Circular A-95. Yes X No ___

13. Program Numb
Attachment D
84.196

14. Agency or Institution Authorized Representative: Thomas E. Anderson
(signature)

BPO-1111

ASSURANCES

The Applicant hereby assures and certifies that it will comply with the regulations, policies, guidelines and requirements, as they relate to the application, acceptance and use of Federal funds for this federally-assisted project. Also the Applicant assures and certifies:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.

2. It will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and in accordance with Title VI of that Act, no person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance and will immediately take any measures necessary to effectuate this agreement.

3. It will comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d) prohibiting employment discrimination where (1) the primary purpose of a grant is to provide employment or (2) discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.

4. It will comply with Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving Federal financial assistance.

5. It will comply with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 *et seq.*, which prohibits discrimination on the basis of sex in education programs and activities receiving Federal financial assistance.

6. It will comply with the Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 *et seq.*, which prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance.

7. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of Federal and federally-assisted programs.

8. It will comply with the provisions of the Hatch Act which limit the political activity of employees.

9. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of State and local governments.

10. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.

11. It will give the sponsoring agency or the Comptroller General through any authorized representative the access to and the right to examine all records, books, papers, or documents related to the grant.

12. It will comply with all requirements imposed by the Federal sponsoring agency concerning special requirements of law, program requirements, and other administrative requirements.

13. It will insure that the facilities under its ownership, lease or supervision which shall be utilized in the accomplishment of the project are not listed on the Environmental Protection Agency's (EPA) list of Violating Facilities and that it will notify the Federal grantor agency of the receipt of any communication from the Director of the EPA Office of Federal Activities indicating that a facility to be used in the project is under consideration for listing by the EPA.

14. It will comply with the flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973, P.L. 93-234, 87 Stat. 975, approved December 31, 1976. Section 102(a) requires, on or after March 2, 1975, the purchase of flood insurance in communities where such insurance is available as a condition for the receipt of any Federal financial assistance for construction or acquisition purposes for use in any area that has been identified by the Secretary of the Department of Housing and Urban Development as an area having special flood hazards. The phrase "Federal financial assistance" includes any form of loan, grant, guaranty, insurance payment, rebate, subsidy, disaster assistance loan or grant, or any other form of direct or indirect Federal assistance.

15. It will assist the Federal grantor agency in its compliance with Section 106 of the National Historic Preservation Act of 1966 as amended (16 U.S.C. 470), Executive Order 11593, and the Archeological and Historic Preservation Act of 1966 (16 U.S.C. 469a-1 *et seq.*) by (a) consulting with the State Historic Preservation Officer on the conduct of investigations, as necessary, to identify properties listed in or eligible for inclusion in the National Register of Historic Places that are subject to adverse effects (see 36 CFR Part 800.8) by the activity, and notifying the Federal grantor agency of the existence of any such properties, and by (b) complying with all requirements established by the Federal grantor agency to avoid or mitigate adverse effects upon such properties.

GPO 912-791

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The following are additional assurances from the Statute and General Education Provision Act (GEPA).

STATUTE:

1. The application is the basis for State operation and administration of the program.

2. The State will use the grant funds in accordance with the requirements of the Act.

3. Each child of a homeless individual and each homeless youth will have access to a free, appropriate public education which would be provided to the children of the residents of the State and is consistent with the State school attendance laws.

4. In any State that has a residency requirement as a component of its compulsory school attendance laws, the State will review and undertake steps to revise such laws to assure that the children of homeless individuals and homeless youth are offered a free and appropriate public education.

5. The State will establish or designate an Office of Coordinator of Education of Homeless Children and Youth to carry out the functions as described in Section 722(d) of the Act.

6. The State will develop, submit to the Secretary, and carry out a State plan as described in Section 722(e) of the Act.

7. The State will gather data on the number and location of homeless children and youth in the State. Such data gathering will also include information on the nature and extent of problems of access to, and placement of, homeless children and homeless youth in elementary and secondary schools, and the difficulties in identifying the special needs of such children.

8. The State will prepare and submit to the Secretary an interim and final report on data gathered in paragraph (7) above.

GEPA

1. The State will administer the program in accordance with all applicable statutes, regulations, the State plan and the application.

2. The State will control the funds provided under this program, and title to property acquired with these funds will be in a public agency.

3. The State will adopt and use proper methods of administering the program including the following:

   (a) The State will monitor agencies responsible for carrying out the program and enforce any obligations imposed on those agencies under the law;

   (b) The State will provide technical assistance, if necessary, to those agencies;

   (c) The State will encourage the adoption of promising or innovative education techniques by those agencies;

   (d) The State will disseminate throughout the State information on program requirements and successful practices; and

   (e) The State will correct deficiencies in program operations that are identified through monitoring or evaluation.

4. The State will evaluate the effectiveness of covered programs in meeting their statutory objectives,at such intervals (not less often than once every three years) and in accordance with such procedures as the Commissioner may prescribe by regulation, and that the State will cooperate in carrying out any evaluation of each program conducted by or for the Secretary or other Federal official.

5. The State will use fiscal control and funds accounting procedures that will ensure proper disbursements of, and accounting for, Federal funds paid to the State under this program.

6. The State will provide reasonable opportunities for the participation by local agencies, representatives of the class of individuals affected by this program, and other interested institutions, organizations,and individuals in the planning for and operation of the program, including the following:

   (a) The State will consult with relevant advisory committees, local agencies, interest groups, and experienced professionals in the development of the State's plan.

(b) The State will publish the proposed State plan, in a manner that will ensure circulation throughout the State, at least 60 days prior to the date on which the plan becomes effective, whichever occurs earlier, with an opportunity for public comments on the plan to be accepted for at least 30 days.

(c) The State will hold public hearings on the proposed State plan.

(d) The State will provide an opportunity for interested agencies, organizations and individuals to suggest improvements in the administration of the program and to allege that there has been a failure to comply with applicable statutes and regulations.

7. The State will not use funds to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

8. The State will maintain records - including records required under Section 437 of GEPA - and provide access to those records as the Secretary decides is necessary to perform his or her duties.

The Chief Executive Officer of the State assures that:

The funds made available under Section 722 of the Act shall be used in accordance with the requirements of the Act, all applicable statutes and regulations, the State plan, and the assurances set forth in this application.

Thomas E. Anderson — 4-29-89

Chief Executive Officer — Date

The state educational agency also assures that:

The funds made available under Section 722 of the Act shall be used in accordance with the requirements of the Act, all applicable statutes and regulations, the State plan, and the assurance set forth in this application.

Thomas E Anderson — 4-29-89

For the State Educational Agency Signature and Title — Date

Certification Regarding
Debarment, Suspension, and Other Responsibility Matters
Primary Covered Transactions

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988 Federal Register (pages 19160-19211). Copies of the regulations may be obtained by contacting the U.S. Department of Education, Grants and Contracts Service, 400 Maryland Avenue, S.W. (Room 3633 GSA Regional Office Building No. 3), Washington, D.C. 20202, telephone (202) 732-2505.

(BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS ON REVERSE)

(1) The prospective primary participant certifies to the best of its knowledge and belief, that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this proposal been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph(1)(b) of this certification; and

(d) Have not within a three-year period preceding this application/proposal had one or more public transactions (Federal, State or local) terminated for cause or default.

(2) Where the prospective primary participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Thomas E. Anderson, Jr., Deputy Commissioner for Finance and Compliance

Name And Title Of Authorized Representative

Thomas E Anderson Jr.

Signature

April 29, 1989

Date

ED Form GCS-008, 6/88

PART III - BUDGET INFORMATION

U.S. DEPARTMENT OF EDUCATION FY 1988

Section A - Detailed Budget by Categories

Salary and Wages	$ 50,952
Fringe Benefits	12,156
Travel	5,000
Equipment	500
Supplies	3,000
Contractual Services	157,256
Other (itemize) Communication Costs	4,000
Total Direct Costs (lines 1 to 7 totaled)	232,894
Total Indirect Costs	22,774
Total Project Costs (lines 8 + 9)	255,668

MCKINNEY HOMELESS ASSISTANCE ACT
TITLE VII-B SECOND YEAR FUNDS

Salaries				
Coordinator				$32,412.00
Adm. Technician II				$18,540.00
				$50,952.00
Benefits	FICA	INS	TRS*	
Coordinator	3,399.00	1,380.00	2,334.00	7,113.00
Adm. Technician II	2,358.00	1,380.00	1,335.00	5,073.00
	5,757.00	2,760.00	3,669.00	12,186.00
Contracted Services				
Subscriptions				1,256.00
Data Collection				132,000.00
Task Force Travel				4,000.00
Best Practices Docs.				20,000.00
				157,256.00
Office Supplies and Printing				
Office Supplies				500.00
Printing				2,500.00
				3,000.00
Staff Travel				5,000.00
Communication Costs				
Postage				400.00
Telephone				3,600.00
				4,000.00
Capital Outlay				
1 modem				200.00
Computer Software				300.00
				500.00
Indirect Costs (Base: 75,138.00		Fixed Rate: .3031)		22,774.00
			GRAND TOTAL	$255,668.00

*Teacher Retirement System Matching

DEFINITIONS

I. Definition of "Homeless Children and Youth"

Section 103(a)(1)(2) of the McKinney Homeless Assistance Act defines a homeless individual as:

> one who (1) lacks a fixed, regular and adequate residence or (2) has a primary nighttime residence in a supervised publicly or privately operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.

Section 103(c) of the Act specifically excludes from the definition of homeless individuals any person who is imprisoned or otherwise detained by Act of Congress or State law.

Based on the Act's definition, homeless children and youth in Texas include any person of school age who at night:

1. Sleeps in a shelter for the homeless (including runaway youth shelters and domestic violence shelters)
2. Sleeps in the home of a friend or relative because the child or youth lacks a fixed, regular and adequate residence
3. Sleeps in a shelter awaiting institutionalization, adoption, foster care or other placement
4. Sleeps in a car, a tent, an abandoned building, or other place not ordinarily used as a sleeping accommodation for human beings.

Children who qualify for migrant services may be homeless if they otherwise meet the above definition. However, many children who qualify for migrant services are not homeless because they reside in a "fixed, regular, and adequate residence".

II. Definition of "Free and Appropriate Public Education"

In the Nonregulatory Guidance, Subtitle VII-B of the Stewart B. McKinney Homeless Assistance Act, the U.S. Department of Education provides the following definition:

> A free, appropriate public education means the educational programs and services that are provided the children of a resident of a State, and that are consistent with State school attendence laws (Section 721(1)). It includes educational services for which the child meets the eligibility criteria, such as compensatory education programs for the disadvantaged, and educational programs for the handicapped and for students with limited English proficiency; programs in vocational education, programs for the gifted and talented; and school meal programs (Section 722(e)(5)).

Based on the Act's definition, "free and appropriate public education" in Texas means the provision of services for which the child would be eligible if not homeless, in the same manner as that provided to other students, similarly eligible for the service. Therefore, homeless children shall be eligible for transportation services, compensatory education services, bilingual education services, special education services, school meal programs, programs for the gifted and talented, vocational programs, enrichment programs, pre-school programs, or any other programs offered by the local school district for which the homeless child or youth is otherwise eligible.

III. Definition of School-Age

In Texas, individuals who are over the age of five years and under the age of 21 years on the first day of September of any scholastic year are considered eligible for school enrollment. However, school-age, for the purposes of this plan, exceeds these limits whenever the district offers services to children younger or older than the required ages. For instance, if the district offers a pre-school program to four year olds, then, homeless four year olds shall be considered to be of school age if they would otherwise qualify for the district's pre-school program. Since State Board of Education Rule 89.220(a) requires that special education services be available to handicapped three and four year olds, handicapped homeless three and four year olds are also eligible for special education and shall be considered to be of school-age. Similarly, State Board of Education Rule 89.220(b) requires that special education services be available to visually impaired and hearing impaired children from birth. Therefore, homeless children with these handicapping conditions are similarly eligible for services from birth.

STATEMENT OF THE PROBLEM

A report by a panel of the National Academy of Sciences, Homelessness, Health, and Human Needs, concluded that children are the fastest growing group among America's homeless. Estimates of the numbers of homeless children in the nation range from 100,000 to 500,000. The estimates include children who live in emergency shelters for the homeless, domestic violence shelters, shelters for runaway youth or youth who have been forced to leave home, and shelters for children who are awaiting foster care or other placements. The estimates of the number of homeless children also includes children who live in cars, in abandoned buildings, under bridges, in tents, in parks, or "on the streets."

In a report submitted to the U.S. Department of Education in December of 1988, the Texas Education Agency projected that there were minimally 10,464 children and youth of school age who lived in one or more privately operated shelter for some period of time during 1988. Children between the ages of five and twelve represented approximately 54 percent of the children counted. Even though half of the children and youth lived in one of the three largest urban areas within the state (Houston, San Antonio, or Dallas), the report suggested that there were homeless children and youth in every region of the state. The report did not include an estimate of the number of homeless children who were living with friends or relatives or who were living in cars, tents, parks, or "on the streets."

The December 1988 report projected that approximately 30 percent of homeless children and youth in Texas do not attend school while they are homeless. Some of these children have attempted to enroll, but have encountered barriers in one form or another. Others have not attempted to enroll because of the instability of their living arrangements or because of other factors related to their homelessness. Many homeless youth have dropped out of school because of emotional/behavioral problems, drug/alcohol abuse, lack of interest in school, or other factors related to their homelessness.

To provide free and appropriate public education to homeless children and youth, several barriers must be overcome. There are barriers that make it difficult to collect meaningufl data that will help assess student needs. There are barriers that make it difficult for homeless children and youth to enroll in school. Even when homeless students are enrolled, there are barriers that make it difficult for these students to attend school regularly and experience academic success. The following is a description of some of these barriers:

I. Barriers to data collection

Section 722(d)(1) of the McKinney Act requires that states:

> gather data on the number and location of homeless children and youth in the State, and such data gathering shall include the nature and extent of problems of access to, and placement of, homeless children and homeless youth in elementary and secondary schools, and the difficulties in identifying the special needs of such children.

To adequately respond to the data collection requirements, this plan must address the following barriers:

A. Difficulty identifying homeless children/youth not in shelters

There is no available data to indicate how many homeless children and youth do not access shelter services. Reports from school personnel, social workers, and community service agencies indicate that a significant number of homeless children and youth may temporarily live in the home of a friend or relative, may live outdoors, or live in an abandoned building with other homeless youths. If data collection efforts were limited to shelters, these children would not be identified.

B. Difficulty coordinating data collection effort statewide

Texas is a large and diverse state. Different regions of the state have significant variations in the number and type of services offered to homeless individuals. The state includes several large urban cities, many suburban areas, and huge areas of sparsely populated rural communities. There are over 1,000 school districts in Texas. There are over 250 agencies providing shelter services throughout the state. These factors combine to make the coordination of a data collection effort a difficult task. However, coordination is essential to the acquisition of meaningful data.

C. Difficulty maintaining current, unduplicated data

Maintenance of current data is a significant problem when addressing homeless children and youth because of the temporary nature of shelter living arrangements. Many shelter providers make concentrated efforts to move families into more permanent housing in a short period of time. Many homeless families or homeless youth move from one temporary living arrangement to another as they attempt to meet their needs for food, shelter, employment, day care, etc. A useful data collection system must provide current updated information despite the rapidly changing situations surrounding homelessness.

Because some homeless individuals may move from one shelter to another or from one city to another, avoiding duplications in the data collection system can be difficult. Yet, the maintenance of unduplicated counts is essential to accurate reporting and responsible analysis of the extent of homelessness within Texas.

II. Barriers to enrollment

Section 721(1) of the McKinney Act states:

> Each State educational agency shall assure that each child of a homeless individual and each homeless youth have access to a free appropriate public education which would be provided to the children of a resident of a State and is consistent with the State school attendance laws.

In order to assure that homeless children and youth have access to a free and appropriate education, this plan must address the following barriers:

A. Difficulty obtaining prior school records (including immunization records)

Approximately 25 percent of the shelter providers who responded to the Texas Education Agency's December survey reported that homeless children are unable to enroll in school (or are significantly delayed in their enrollment) because of difficulties obtaining prior school records and/or immunization records. Section 2.09(a) of the Texas Education Code forbids elementary or secondary schools from admitting children who have not been immunized against diphtheria, rubeola (measles), rubella, tetanus, and poliomyelitis. Because of the transiency of their living arrangements, or because sometimes homeless families must leave a living arrangement with minimal warning or planning, frequently immunization records are lost, misplaced, or left behind.

Even though Chapter 97.71 of the Texas Administrative Code allows schools to offer students a grace period of up to thirty days if the student has transfered from another school, some schools are reluctant to grant the grace period to homeless students because of the possibility of the students moving before the grace period ends and possibly continuing to go to school without needed immunizations.

Section 21.031(a) of the Texas Education Code specifies that only children who have attained their fifth birthday by the first day of September of any scholastic year shall be entitled to the benefits of the Available School Fund for that year. Therefore, many schools require the child to present a birth certificate to verify the child's age, or require records from the child's previous school, so that the child's birthdate can be verified. Some districts require a copy of the student's last report card to determine appropriate grade level placement.

Frequently, birth certificates are lost or left behind as families move. Additionally, school records take time to request and receive. There are indications that some districts may be reluctant to send records if students have outstanding fees or unreturned books. The time required to acquire birth certificates or school records is frequently time that homeless children remain unenrolled. In some situations, the child/youth may move again before the documents are received, thus, requiring the cycle to begin again with requests for records from a different site.

B. Residency issues

Section 21.031(c) of the Texas Education Code states:

> The board of trustees of any public free school district of this state shall admit into the public free schools of the district free of tuition all persons who are either citizens of the United States or legally admitted aliens and who are over the age of five years and not over the age of 21 years of age at the beginning of the scholastic year if such person or his parent, guardian or person having lawful control resides within the school district.

The term "resides" has been broadly interpreted as meaning physical presence with the intent to remain for an indefinite period of time. The term "resides," unlike the term "domicile" does not imply permanence. Therefore, the temporary nature of a child or youth's living arrangement should have no impact on the student's ability to enroll in public schools in Texas. Since the December 1988 shelter count indicated that approximately 70 percent of homeless children in Texas are attending public school, it is clear that most public schools understand their obligation to enroll homeless children and youth.

There were however, some shelter directors who in responding to the December 1988 survey, indicated that homeless children or youth living in their shelters were not always eligible for enrollment because of district interpretations of residency requirements. Some schools may need to have the law clarified so that no homeless children or youth will be denied educational services because of residency requirements.

C. Guardianship requirements

Section 21.031(d) of the Texas Education Code states:

> In order for a person under the age of 18 years to establish a residence for the purpose of attending the public free schools separate and apart from his parent, guardian, or other person having lawful control of him under an order of a court, it must be established that his presence in the school district is not for the primary purpose of attending the public free schools. The board of trustees shall be responsible for determining whether an applicant for admission is a resident of the school district for purposes of attending the public schools, and may adopt reasonable guidelines for making a determination as necessary to protect the best interest of students.

If the student is not living with a parent or legal guardian, schools may request documentation to prove that the student is not living in the area for the specific purpose of attending the public school in the area. Homeless children and youth may not have such documentation. Concerns regarding compliance with court ordered integration may have forced some districts to require documentation of residence or guardianship that some homeless children and youth may not have. This issue exists most frequently for children and youth who (because of the family's homelessness) have been sent to live with a relative or friend. These children/youth may not be able to enroll in school because the person they are living with is not a legal guardian or because the relative or friend cannot prove that the primary reason the student is in the district is not to attend the district's public schools.

Additionally, some shelters for runaway youth report that some youth have difficulty enrolling in school because their parent/guardian is not available (or willing) to sign enrollment forms. Apparently, some schools may be willing to accept the signature of shelter personnel in absence of parents or legal guardians, whereas other schools may be reluctant to do so.

D. Risk of danger to children fleeing domestic violence

Many children live in shelters because they are fleeing domestic violence. Sometimes, the threat of continued violence is so severe that it is not safe for the student to attend school. In some cases, shelters provide schooling on the shelter site. However, more frequently, these students do not attend school while the threat of violence is severe.

In some cases, the violent parent can locate the child by contacting the child's previous school and finding out where copies of records have been sent. If the parent's rights have not been terminated, school districts are compelled by the Family Educational Rights and Privacy Act to comply with the parent's request for information.

In other cases, schools have been particularly cooperative with shelters by not requesting records for students and by not taking other steps that might lead a violent parent to the child fleeing domestic violence. Such cooperation has led some domestic violence shelters to pursue the enrollment of children who otherwise would have needed to remain in the shelter for safety concerns. However, there are still extreme cases in which the risk of violence is so eminent, that parents and shelter directors choose to keep students out of school. Despite the school's willingness to enroll these children, they are likely to not attend school while they live in the shelter.

E. Homeless parents' need for increased awareness of their rights and responsibilities regarding the education of their children

Information provided by shelter directors and advocates for the homeless indicates that homeless parents frequently do not understand that they have the right to have their children enrolled in school. Rumors, incorrect information, or misinterpretations of information lead homeless parents to believe that their child cannot obtain access to a free public education. Such beliefs decrease the likelihood of parents attempting to enroll their children in school. Paarents need to understand that their children have a right to a free public education. Parents need to understand what requirements districts can and cannot impose in order to enroll a child.

Similarly, parents need to be informed of their responsibility for enrolling their child in school and complying with the state's compulsory attendance laws. Parents must understand that even though they may be experiencing extremely difficult circumstances, their child's education is critical to the child's future success in life and is not optional under State law.

F. Choice of schools for students wishing to remain in previous schools

Some homeless children and youth might prefer to attend the school they attended prior to becoming homeless. This situation may occur when the student has become particularly involved in school activities such as student government, athletics, school clubs or other curricular or extracurricular pursuits. This situation may also occur if the student has developed a network of services that have taken some time to arrange and make satisfactory. For instance, a student who requires special education with several related services may wish to remain in the school he attended prior to his becoming homeless. For some students, the desire to remain in the previous school may be related to the student's need for the security established in the previous school environment.

In some cases, the distance between the child/youth's shelter and the previous school is so great that it would not be in the best interest of the child to pursue continued placement in the previous school, regardless of the benefits the previous school has to offer. In other cases, the distance between the shelter and the previous school may be within reason, yet outside of the school district or outside of the attendance zone in which the shelter is located. Currently, there is no state rule which would require a district to provide educational services to a homeless student or youth if the student no longer resided in that district. Nor is there any state rule that would a require a district to allow a homeless student to attend one particular school in the district if the student no longer lived in the attendance zone of the particular zone.

There are indications that some districts have been flexible in accommodating homeless children who wish to remain in their local school (through an intra-district transfer) providing the student can arrange for transportation. There is not any available information about homeless children in Texas who might want to cross district boundaries to attend the school they attended before becoming homeless.

G. Dispute resolution

The Texas Education Agency's Division of Complaints and Administration and the Division of Legal Services have assisted in the resolution of disputes that have arisen relative to the placement of homeless children. However, the Texas Education Agency has acted primarily in an advisory capacity to parents and school districts. A dispute resolution system exists within the Texas Education Agency, however, staff members have not received inservice on the requirements of the McKinney Homeless Assistance Act. Also, official interpretations of State compulsory attendance laws as they relate to homeless children have not been developed. Therefore, staff members have been hampered in their efforts to resolve disputes or to determine if districts are in compliance with State laws and the McKinney Homeless Assistance Act.

III. Barriers to attendance and success in school

It is the position of the Texas Education Agency that access to education is only superficial if it is not accompanied by access to opportunity for school success. The assurance of a free and appropriate public education for homeless children should not only address the barriers that keep homeless children out of school, but should also address the following barriers that might keep homeless children from learning, acquiring useful skills, and graduating.

A. Academic deficits caused by time out of school or movement between schools

Shelter directors throughout the state indicate that many homeless children and youth have academic deficits that are caused in part by the amount of time the student is not attending school or the lack of instructional continuity resulting from movement between schools. Many of these students are of average or above average intelligence. Many of these students may have performed well in school prior to the disruptions caused by their homelessness. In situations where a child is in school only a month or two, classroom teachers generally do not have adequate time to identify and appropriately respond to the specific academic deficits of homeless children before they move. A homeless child or youth who is no longer experiencing success in school, is less likely to be motivated to go to school and give a maximum effort.

B. High rate of transiency among homeless children and youth

Many homeless children and youth experience a high rate of transiency. In Texas, there are some indications that a significant percentage of the transiency may be within a city or county as opposed to long distance moves. The rate of transiency may be effected by the scarcity of services for homeless families in some areas of the state. When homeless children and youth move frequently, a school's opportunity to enroll and provide meaningful service to a child is diminished. At the extreme, some shelters may allow some children and youth to stay only one or two nights. Obviously, when children/youth are remaining in an area for such a short period of time, it becomes difficult to provide any educational service of lasting value.

C. High dropout rate among homeless youth

Approximately 27 percent of the shelter directors who responded to the December 1988 survey indicated that homeless youth in their facilities had dropped out of school. Some homeless youth drop out because of traditional problems such as poor grades, lack of interest in school, pregnancy, and behavior problems. Other homeless youth drop out because of factors directly related to their homelessness. These factors include the need to work, the need to babysit younger siblings, drug and alcohol abuse, and the instability of living arrangements. Some homeless youth are embarrassed about their poverty and homelessness and drop out to prevent their peers from learning about their situations.

Some homeless youth drop out because they are confronted with situations in which their absences (due to running away or being forced out of the home) may be considered by school officials as unexcused. If the number of unexcused absences exceeds five per semester, the student may be ineligible for school credit. (Texas Education Code Section 21.032(b)) Without the prospect of earning credit, students are more likely to drop out of school.

D. Transportation problems

The Texas Education Code Section 21.177(d) provides that the State will consider approval of transportation routes only for those pupils who reside in hazardous areas or for those students who live two or more miles from the school they attend. Some school districts within the state currently provide transportation for students who reside in shelters that are two or more miles from the school which they attend. However, some districts have not established such routes because of the transiency of the students, and the length of time required to establish a bus stop.

In some cases, a shelter is located within two miles of the local school, however, some young children may be unable to walk the distance to school. Often parents in shelters do not have transportation to drive children to school. Even when public transportation is available, homeless parents may not have the funds to access such services. In some cases, homeless parents walk their young children to school, however, some parents are unable to walk their children to school because the parents must work, attend classes, or go to job interviews in order to continue living in the shelter. It should be recognized that this problem is not unique to homeless individuals. Frequently, there are many other families of limited means who reside in the area of a shelter. If the family lives within the two mile limit, generally, transportation is not provided by the school district.

In some cases, parents may choose to not allow their children to walk to school because they perceive the walk as hazardous because of street crossings or violent activity within the area. Districts may declare such areas as hazardous and provide transportation, however, the district would then be required to offer transportation to all students who lived in the hazardous area. State funds reimburse only a portion of the district's expenses in operating routes in hazardous areas.

E. Difficulties obtaining school clothes/school supplies

Several shelter providers indicated that homeless children and youth did not attend school or were significantly delayed in attending school because of a lack of school supplies, clothing, shoes, or money to pay for school activity fees. In situations where a homeless parent has no income, the acquisition of school supplies can be a major task. Homeless children and youth may be reluctant to attend school if they feel they will be singled out because they do not have the appropriate school supplies or because their clothing is noticeably atypical. Some schools have used Chapter 1 funds or local funds to address clothing needs for some homeless children. Other schools have worked with community agencies to obtain school supplies, clothes, and shoes. However, schools and shelter directors indicate that these supplies are minimal and do not adequately respond to the need.

F. Educators' level of awareness of and sensitivity to the needs of homeless children and youth

Many homeless children come to school with problems that impact on their ability to learn and participate in the daily rigors of school life. Factors related to physical needs such as sleep deprivation, hunger, and susceptibility to disease in addition to factors related to emotional needs such as high stress, embarrassment, separation anxiety, and depression all can impact on a child's ability to learn.

Without an awareness of and sensitivity to the needs of homeless children, school personnel may unintentionally add to the trauma experienced by homeless children. Some Texas schools have made an excellent effort to increase school personnel's awareness of issues related to children who experience homelessness. These schools have been successful in developing a congenial, positive environment in which homeless children feel accepted and understood.

Many schools have not had the opportunity to benefit from awareness activities or training regarding this issue. For some schools, shelters are new in their neighborhoods, or shelters have only recently begun taking large numbers of children. Access to awareness activities is further limited by the minimal amount of time provided by the state for inservice activities.

G. Difficulties completing evaluations for special services because of transiency

The number of homeless children who might qualify for special services such as Chapter 1 services, special education, or gifted and talented programs is unknown. However, it is clear that some homeless students do not access such services because their transiency results in them not being evaluated for services. This is particularly descriptive of situations in which students are referred for special education evaluations. State and local policies require schools to make and document efforts to remediate deficits without special education before a special education evaluation is pursued. Any sincere effort in this regard takes time to implement and determine its effectiveness in remediating the student's deficits. The length of time involved in developing, implementing, and evaluating interventions prior to a special education evaluation may be longer than many homeless children stay in a school before moving.

A recent change in the Texas Education Code (Section 21.5031) requires districts to complete an evaluation of the student within 60 calendar days of the date of the initiation of the referral. This change should result in more homeless students having access to special education evaluations. However, many children remain in a shelter location for only thirty days or less. Referrals may be initiated on these children, but they are likely to move away prior to the completion of an evaluation. In some situations, teachers who recognize that homeless students will be attending school for a limited amount of time will not refer homeless students (even when it seems appropriate to do so) because of their belief that the student will move before the evaluation is completed.

H. Communication between schools and shelters

Some schools and shelters have made excellent efforts to communicate with each other on behalf of homeless children and youth. Such communication has facilitated the improvement of school services as well as shelter services. Schools have been able to share with shelter directors information that has helped shelters better accommodate student homework needs, health needs, and other needs that impact on the student's success in school. Similarly, shelters have been able to share with schools information that has helped schools better accommodate the student's emotional, physical, and social needs that impact on the student's success in school.

Unfortunately, some schools have minimal or no communication with shelters that may be within their attendance zones. Some schools are not aware that some children enrolled in their school live at a shelter within their attendance area. Improved communication could result in faster enrollment processes, fewer absences, better follow-up on behavior, academic, and health concerns, and more effective instruction for homeless children and youth.

I. Coordination with existing intra-agency and inter-agency programs

Within school districts a variety of programs may exist that provide some assistance to homeless children. These include dropout prevention programs, state and federal compensatory education programs, counseling services, and other interventions. Because of the difficulty involved in identifying the needs of a homeless child (before the child moves to a new school), sometimes, homeless children do not have the opportunity to benefit from these programs.

Similarly, there are services and programs available through a variety of state and community agencies that might help increase a homeless child's chances of success in school. The communication issues discussed above might impact a homeless child's opportunity to access such services and programs. Additionally, the amount of time required for referral and evaluation may make it difficult for some students to access services offered through other agencies before they move to a new school or community.

Some schools have social workers, visiting teachers, or similarly trained professionals who are skilled at identifying human needs and are aware of locally available systems that may be able to respond to those needs through investigation, counseling, referral, and treatment. However, many schools do not employ any individuals with training in social work. In some districts, the ratio of students to social workers may be overwhelming. The need for coordination of resources and the significance of the social issues impacting the ability of homeless children to benefit from education were reflected in the results of the December 1988 survey. The survey showed that shelter directors considered the need for school social work services the third highest need confronting homeless children and youth as they attempt to be successful in school.

J. Academic deficits caused by environmental deprivation

Some homeless children and youth are significantly behind their peers in academic areas because of environmental or educational deprivation. Many of these students may not qualify for special education because their deficits are not due to a handicapping condition. For example, a five year old who has lived in shelters or under bridges since the age of one or two may not have acquired the language experiences of an typical five year old. The student may come to school exhibiting severely delayed language, however, the delays may not be due to a handicap. The delays may be more appropriately attributed to the child's lack of language experiences.

Even though these students do not qualify for special education services they still need appropriate educational services to remediate their deficits. As these children get older, if they continue to experience failure in school, they are more likely to reject schooling and drop out.

K. Emotional conflicts and adjustments

Approximately 52 percent of the shelter directors who responded to the December survey indicated that homeless children and youth needed counseling services to increase the likelihood of their success in school. Ellen Bassuk, M.D. and Lenore Rubin, Ph.D. in an article appearing in the April 1987 issue of the American Journal of Orthopsychiatry entitled "Homeless Children: A Neglected Population," wrote:

> Developmental delays, severe depression and anxiety, and learning difficulties were common among the children. Based on the use of research screening instruments, about half the children were found in need of psychiatric referral and evaluation.

Homeless children suffer the loss associated with separation from their home, furniture, belongings, and pets; the uncertainty of when they will eat their next meal and where they will sleep during the night; the fear of who might hurt them or their family members as they live in strange and frequently violent environments; the embarrassment of being noticeably poor; and the frustration of not being able to do anything to alleviate their (or their family's) suffering. To assume that a child could push all of such suffering aside to adequately focus on academic tasks, may in many cases be unrealistic. The December 1988 survey results show that shelter directors considered the need for counseling the highest priority need impacting homeless children and youth's potential for school success.

Many homeless children will have difficulty benefiting from education without counseling. Some school districts in Texas have made a sincere effort to provide high quality counseling services to homeless children. Yet, because of the limited resources of many districts, few elementary schools have full-time counselors. Some schools have counselors only one or two days a week. Counselors in secondary schools generally have many responsibilities such as scheduling and testing that limit the amount of time they have to address the emotional needs of homeless students. In some schools, counselors feel they do not have adequate time to appropriately respond to the needs of children coming from typical home environments. Those counselors are likely to have only minimal amounts of time to respond to the many needs of homeless children.

School social workers are trained to respond to certain counseling needs. However, as mentioned previously, many schools do not social workers at all, and frequently other schools have such a high ratio between students and school social workers that it might be difficult for those individuals to adequately respond with the time intensive assistance required to adequately respond to the needs of homeless children and youth.

L. Medical, dental, and other health related needs

In a report commissioned by the Texas Department of Human Services and the Texas Commission on Alcohol and Drug Abuse entitled, Living in the Gray Zone: Health Care Needs of Homeless Persons (1988), Sally Andrade wrote:

> Homeless children are particularly vulnerable and experience much higher rates of health problems than do children nationally.

Vulnerability to the elements, poor nutrition, lack of dental care, and susceptibility to drug and alcohol abuse combine to generate higher rates of health problems for homeless children and youth. In 1987, James Wright and Eleanor Webb reported in Homelessness and Health that homeless children had incidence rates of upper respiratory infections and serious skin disorders that were twice as high as other children. Nearly two percent of homeless children suffered from nutritional deficiencies which were virtually non-existent among children in general. Incidence rates from anemia, eye disorders, and ear disorders were almost twice as high as the rates for other children, while dental problems were ten times as common. Homeless children were four times more likely to have gastro-intestinal disorders. About 16 percent of the homeless children were diagnosed as having at least one chronic health condition. Nearly four percent of the girls age 15 and younger had been pregnant, while 2.4 percent had contracted some type of sexually transmitted disease.

Many Texas schools are able to provide only very limited health services. Some schools have the services of school health personnel for only one day a week. Existing health services available in schools have little potential to meet the needs of homeless children.

Six cities in Texas (San Antonio, Dallas, Fort Worth, Houston, Lubbock, and Amarillo) have received grants from the Stewart B. McKinney Homeless Assistance Act to provide primary health care to homeless people in their communities. These funds are being used to establish clinics in or near major shelters so that homeless individuals might have better access to health care. Programs such as this will help respond to the health needs of homeless children, however, coordination of services with school health personnel is still critical to comprehensive responses to the health needs of homeless children and youth.

OBJECTIVES AND ACTIVITIES

The goal of this plan is to ensure that homeless children and youth in Texas have access to high quality educational programs that will help enable them to lead productive lives. The plan seeks to further identify the needs of homeless children, ensure their access to public education, and promote the provision of services that will engender their success in school. These goals will be pursued through the following objectives and activities:

I. Further develop and implement a data collection system

A. Barriers addressed:

I.A. Difficulty identifying homeless children/youth not in shelters
I.B. Difficulty coordinating data collection effort statewide
I.C. Difficulty maintaining current, unduplicated data
II.A. Difficulty obtaining prior school records (including immunization records)

B. Mandates:

Section 722(d)(1) of the McKinney Homeless Assistance Act, Subtitle VII-B:

> The Coordinator of Education of Homeless Children and Youth established in each State shall gather data on the number and location of homeless children and youth in the State, and such data gathering shall include the nature and extent of problems of access to, and placement of, homeless children and homeless youth in elementary and secondary schools, and the difficulties in identifying the special needs of such children.

Section 722(e)(6) of the McKinney Homeless Assistance Act, Subtitle VII-B:

> The school records of each homeless child or youth shall be maintained--
> (A) so that the records are available, in a timely fashion, when a child or youth enters a new school district; and
> (B) in a manner consistent with section 438 of the General Education Provisions Act.

C. Activities and timelines:

1. By April 1, 1989, the Texas Education Agency will develop and distribute a data collection instrument that will include demographic information, shelter information, health and immunization information, and information about previous schools and the educational needs of homeless children and youth. The data collection instrument will be designed to enable an interviewer to obtain the necessary information from parents and shelter personnel. The form will be distributed to education service centers, school districts, and agencies that provide services to homeless children and youth throughout the state.

The Educational Program Director for Homeless Children and Youth (with assistance from the Division of Reports Management) will have responsibility for developing and distributing the data collection instrument.

2. By April 1, 1989, the Texas Education Agency will develop and implement agreements with Regional Education Service Centers throughout the state to assist in a data collection project. The agreement will provide funds for the Education Service Centers to hire or contract the services of agencies or individuals to collect information about the educational needs of homeless children using the official data collection form (as described in Activity C.1).

   The Educational Program Director for Homeless Children and Youth in coordination with the Division of Discretionary Funding will be responsible for developing an application that articulates the requirements of the project. Education Service Centers will be responsible for developing a system, within each region, to identify homeless children and youth through shelters, health clinics, food banks and other service agencies that might have regular contact with homeless children or youth.

3. By April 15, 1989, the Texas Education Agency will develop a computerized data base that will identify numbers of homeless children in Texas through a variety of variables. It will enable the Agency to develop an unduplicated count with considerable information about the educational needs of homeless children. The data base will store information from immunization records so that homeless children and youth will not need to maintain a copy of an immunization card to verify that they have been immunized. The database will store information about grade levels and previous school information that might assist schools in immediately placing homeless children and youth.

   The Educational Program Director for Homeless Children and Youth will be responsible for developing the data base and developing procedures to ensure the confidentiality of the information collected.

4. By May 1, 1989, the Texas Education Agency will inform school districts throughout Texas about the development of the data base and the information that will be contained therein. Districts will be informed of a procedure through which they will be able to access information about students seeking to enroll in their districts.

   The Deputy Commissioner for Curriculum and Program Development will be responsible for developing and dissimenating a letter to school districts concerning the data base.

5. Through the duration of the project, the Educational Program Director for Homeless Children and Youth will monitor the collection of data and its use by school districts, provide technical assistance to Education Service Centers and sub-contracting agencies, and evaluate the success of the project with assistance from the Texas Education Agency's Task Force for the Education of Homeless Children and Youth.

6. In November of 1989, the Texas Education Agency will conduct a survey of shelters and other agencies that provide services to homeless children. The survey will be conducted as a method of validating the data base count.

   The Educational Program Director for Homeless Children and Youth will be responsible for conducting the survey.

II. Develop and disseminate an official interpretation of residency and guardianship requirements as they relate to homeless children and youth

A. Barriers addressed:

II.B Residency issues
II.C Guardianship requirements

B. Mandates:

Section 721(2) of the McKinney Homeless Assistance Act, Subtitle VII-B:

> It is the policy of Congress that in any State that has a residency requirement as a component of its compulsory attendance laws, the State will review and undertake steps to revise such laws to assure that the children of homeless individuals and homeless youth are afforded a free and appropriate public education.

Section 721(e)(5) of the McKinney Homeless Assistance Act, Subtitle VII-B:

> Each homeless child shall be provided services comparable to services offered to other students in the school selected according to the provisions of paragraph (3), including educational services for which the child meets the eligibility criteria, such as compensatory educational programs for the disadvantaged, and educational programs for the handicapped and for students with limited English proficiency; programs in vocational education, programs for the gifted and talented; and school meal programs.

Section 721(e)(6) of the McKinney Homeless Assistance Act, Subtitle VII-B:

> The school records of each homeless child or youth shall be maintained--(A) so that the records are available, in a timely fashion, when a child or youth enters a new school district; and (B) in a manner consistent with section 438 of the General Education Provisions Act.

C. Activities and timelines:

1. By May 30, 1989, a letter addressed to all school district superintendents will be issued by the Commissioner of Education. The letter will explain the following:

   a) Districts are required by the McKinney Homeless Assistance Act to provide a free and appropriate education to all homeless children and youth, provided the children or youth are eligible to attend the district based on current statutory provisions.

   b) Districts may not develop any policies or procedures that would (based on a residency issue) prohibit a homeless child or a homeless youth from enrolling in school or attending school without tuition, unless the district could prove that the child or youth was in the district for the primary purpose of attending the district's public free schools.

   c) Since data indicates that at least 70 percent of homeless children are currently attending school, this requirement will not necessitate changes in enrollment policies or procedures for most districts.

   d) Each homeless student must be provided services for which the student meets the eligibility criteria to the extent that those services are provided to other students in the school district. These services include compensatory education programs, programs for the handicapped, programs for students with limited English proficiency, programs for the gifted and talented, vocational education programs, alternative education programs, and school meal programs.

   e) The school records of each homeless child or youth shall be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school district. Additionally, records must be maintained in a manner consistent with section 438 of the General Education Provisions Act.

   f) Districts are encouraged to work with shelter providers and other service agencies when runaway youth or youth who have been forced out of their homes attempt to enroll. The Agency appreciates the legal dilemmas faced by districts when they enroll children without a parent or guardian's permission. The Agency will provide further guidance related to this issue in a subsequent letter.

2. By December 1, 1989, the Texas Education Agency will develop and submit to school district superintendents an analysis of the guardianship issue as it relates to homeless children and youth. The analysis will be developed by the Agency's Division of Legal Services in cooperation with the Educational Program Director for Homeless Children and Youth.

III. Develop a policy regarding choice of schools for homeless students and a dispute resolution procedure

A. Barriers addressed:

II.F Choice of schools for students wishing to remain in previous schools
II.G Dispute resolution

B. Mandates:

Section 722(e)(1) of the McKinney Homeless Assistance Act, Subtitle VII-B

> Each State shall adopt a plan to provide for the education of each homeless child or homeless youth within the State which will contain provisions designed to--
> (A) authorize the State educational agency, the local educational agency, the parent or guardian of the homeless child, the homeless youth, or the applicable social worker to make the determinations required under this section; and
> (B) provide procedures for the resolution of disputes regarding the educational placement of homeless children and youth.

Section 722(e)(3)(4) of the McKinney Homeless Assistance Act, Subtitle VII-B

> The local educational agency of each homeless child or youth shall either--
> (A) continue the child's or youth's education in the school district of origin for the remainder of the school year; or
> (B) enroll the child or youth in the school district where the child or youth is actually living; whichever is in the child's best interest or the youth's best interest.
>
> The choice regarding placement shall be made regardless of whether the child or youth is living with the homeless parents or has been temporarily placed elsewhere by the parents.

C. Activities and timelines:

1. Section 21.031(b) of the Texas Education Code allows districts to serve homeless children in the school district in which they currently reside. Section 105.23 of the Texas Administrative Code allows districts to serve homeless children for the remainder of the school year in the district they attended before becoming homeless. Therefore, to comply with the McKinney Act's provisions regarding choice of schools, the Texas Education Agency must only establish a method for determining which (previous school or school of current residence) is in the best interest of the child or youth.

By September 1, 1989 the Texas Education Agency will develop for the State Board of Education's consideration, a policy that would require that each homeless child or youth, who is otherwise eligible to attend school, shall either (1) continue to be educated in the school district the child attended before becoming homeless for the remainder of the school year or (2) be educated in the school district in which the homeless child or youth is actually living, whichever is in the best interest of the student, consistent with current statutory provisions. The policy shall require that the determination of "whichever is in the best interest of the student" be made as follows:

a) Local education agencies shall allow the parent, person acting as the parent, or the adult student to determine that it is in the best interest of the student to attend the school district where the student is actually living. No further determinations are required if the student is determined eligible to attend the school where he or she is actually living.

b) If the parent, person acting as parent, or the adult student contends that it is not in the student's best interest to attend the school district in which the student is actually living, a determination that it is in the best interest of the child or youth to continue the student's education in the school district of origin for the remainder of the school year must be a joint decision of the parent, person acting as parent or adult student, the school district of origin, and the school district in which the child or youth temporarily resides. If there is unanimous consensus, the consensus decision shall represent the best interest of the student. No further determinations are required. However, if there is not consensus between all three parties, it shall be assumed that attendance in the school district in which the student temporarily resides is in the best interest of the student, unless one of the parties chooses to initiate the dispute resolution process.

c) If dispute resolution is required, each party must justify its contention of what is in the student's best interest based on services the student was receiving in the previous school district, the ability of the school district where the student is temporarily residing to duplicate those services, the student's success in the previous school, the likelihood of the student's success in the school where the student is temporarily residing, the student's rate of attendance at the previous school, and factors that might affect the student's rate of attendance if the student remained at the previous school or attended the school district where the student temporarily resides.

d) The choice of placement (as defined above) shall be made regardless of whether the child or youth is living with the homeless parents or has been temporarily placed elsewhere by the parents.

2. By September 1, 1989, the Educational Program Director for Homeless Children and Youth will provide training and information to the Division of Complaints and Administration regarding the McKinney Homeless Assistance Act. To the extent appropriate, existing systems will be used to resolve disputes concerning the educational placement of homeless children and youth. The Educational Program Director will work closely with the

Division of Complaints Administration throughout the 1989-90 school year to determine if modifications in dispute resolution procedures are needed.

By June 30, 1990, the Educational Program Director for Homeless Children and Youth will submit a report to the Commissioner of Education on the number and nature of disputes submitted to the Texas Education Agency regarding the educational placement of homeless children and youth.

3. By September 1, 1989, the Texas Education Agency will issue a letter addressed to all school district superintendents under the signature of the Commissioner of Education. The letter will explain the choice of schools issues and the dispute resolution procedures (as defined in Activities III.C.1 and III.C.2). Additionally, the letter will encourage districts to develop similar policies and procedures for homeless children who moved within a school district, but across school attendance zone boundaries as a result of their need to seek temporary shelter.

IV. Develop and disseminate an official interpretation of State law regarding unexcused absenses as the law relates to homeless children and youth

A. Barriers addressed:

III.A Academic deficits caused by time out of school
III.B High dropout rate among homeless youth

B. Mandate:

Section 721(1) of the McKinney Homeless Assistance Act, Subtitle VII-B:

It is the policy of Congress that each State educational agency shall assure that each child of a homeless individual and each homeless youth have access to a free, appropriate public education which would be provided to the children of a resident of a State and is consistent with the State school attendance laws.

C. Activities and timelines:

1. By September 1, 1989, the Texas Education Agency will issue a letter addressed to all school district superintendents under the signature of the Commissioner of Education. The letter will explain the following:

   a) Section 21.035(b) of the Texas Education Code allows teachers, principals, or superintendents to excuse absences resulting from personal sickness, sickness or death in the family, quarantine, weather or road conditions making travel dangerous, or any other unusual cause. Absences caused by factors related to a student's homelessness may be considered an unusual cause. This includes situations in which a child runs away or is forced out of his home.

   b) To facilitate the academic success of homeless students, districts may allow homeless students opportunities to make up work missed during the periods they were out of school.

V. Initiate a program to make homeless parents aware of their rights and responsibilities regarding the education of their children

A. Barriers addressed:

II.A Difficulty obtaining prior school records (including immunization records)
II.B Residency issues
II.E Homeless parents' awareness of their rights and responsibilities regarding the education of their children
II.F Choice of schools for students wishing to remain in previous schools
II.G Dispute resolution

B. Mandates:

Section 721(1) of the McKinney Homeless Assistance Act, Subtitle VII-B

> It is the policy of Congress that each State educational agency shall assure that each child of a homeless individual and each homeless youth have access to a free, appropriate public education which would be provided to the children of a resident of a State and is consistent with the State school attendance laws.

Section 721(2) of the McKinney Homeless Assistance Act, Subtitle VII-B

> It is the policy of Congress that in any State that has a residency requirement as a component of its compulsory school attendance laws, the State will review and undertake steps to revise such laws to assure that the children of homeless individuals and homeless youth are afforded a free and appropriate public education.

Section 722(e)(1) of the McKinney Homeless Assistance Act, Subtitle VII-B

> Each State shall adopt a plan to provide for the education of each homeless child or homeless youth within the State which will contain provision designed to--
> (A) authorize the State educational agency, the local educational agency, the parent or guardian of the homeless child, the homeless youth, or the applicable social worker to make the determinations required under this section; and
> (B) provide procedures for the resolution of disputes regarding the educational placement of homeless children and youth.

Section 722(e)(6) of the McKinney Homeless Assistance Act, Subtitle VII-B

> The school records of each homeless child or youth shall be maintained--
> (A) so that the records are available, in a timely fashion, when a child or youth enters a new school district; and
> (B) in a manner consistent with section 438 of the General Education Provisions Act.

C. Activities and timelines:

1. By August 1, 1989, the Texas Education Agency will develop a series of posters and brochures for distribution and posting in shelters, public health clinics, food banks, AFDC offices, public libraries, and school attendance offices. The advertisements will be developed in English, Spanish, and Vietnamese. The Educational Program Director for Homeless Children and Youth will be responsible for developing and distributing the advertisements. The posters and brochures, formatted as a "bill of rights," will explain:

   a) Children and youth who do not have permanent addresses have the right to enroll in school.

   b) Parents living in shelters have the responsibility to enroll their children in school.

   c) Schools can require children and youth to have up to date immunizations and birth certificates.

   d) Information on how to obtain free immunizations and birth certificates.

   e) There is a toll-free number parents can call if they are unsuccessful in enrolling. their child

2. By August 1, 1989, the Texas Education Agency will acquire a toll-free telephone number to the Office of the Educational Program Director for Homeless Children and Youth.

3. By August 1, 1989, the Texas Education Agency will initiate a series of public service announcements on radio stations throughout the state. The public service announcements will provide the same information included in the brochures and posters. The announcements will be made in both English and Spanish. The Educational Program Director for Homeless Children and Youth will be responsible for developing and initiating the public service announcements.

VI. Initiate a series of programs to make school district personnel aware of and sensitive to the needs of homeless children and youth

A. Barriers addressed:

III.F Educators' level of awareness of and sensitivity to the needs of homeless children and youth
III.H Communication between schools and shelters
III.I Coordination with existing intra-agency and inter-agency programs

B. Mandate:

Section 721(1) of the McKinney Homeless Assistance Act, Subtitle VII-B

> It is the policy of Congress that each State educational agency shall assure that each child of a homeless individual and each homeless youth have access to a free, appropriate public education which would be provided to the children of a resident of a State and is consistent with the State school attendance laws.

Section 722(e)(5) of the McKinney Homeless Assistance Act, Subtitle VII-B

> Each homeless child shall be provided services comparable to services offered to other students in the school selected according to the provisions of paragraph (3), including educational services for which the child meets the eligibility criteria, such as compensatory educational programs for the disadvantaged, and educational programs for the handicapped and for students with limited English proficiency; programs in vocational education; programs for the gifted and talented; and school meal programs.

C. Activities and timelines:

1. By November 1, 1989, the Texas Education Agency will develop a videotape presentation concerning the educational needs of homeless children and youth. The videotape will be distributed to Education Service Centers and selected school districts. Districts will be encouraged to share the video presentations with their school boards, teaching and administrative staffs. The video presentation will highlight the following concepts:

   a) Districts have the responsibility to educate homeless children and youth.

   b) Districts have the responsibility to provide homeless students comparable access to all of the services offered to other students.

   c) Homeless children and youth have physical, emotional, and educational needs that can only be addressed through the concerned commitment of educators.

   d) The needs of homeless children and youth are being addressed through several exemplary programs throughout Texas. These programs will be highlighted.

   e) Suggestions will be offered to districts related to how they might use and coordinate resources to best provide an appropriate education to homeless children and youth.

   f) Communication with agencies that provide temporary shelter to homeless children and youth is critical to the success of efforts to educate these students.

2. By December 1, 1989, the Texas Education Agency will develop a self-assessment guide for districts that will allow them to assess the quality of their efforts to educate homeless children and youth. The guide will be developed by the Educational Program Director for Homeless Children and Youth with assistance from the Task Force for the Education of Homeless Children and Youth. The self-assessment guide will include questions related to enrollment procedures, placement procedures, coordination with existing programs and communication with shelter providers. The guide will include suggestions for it's use. Districts will be encouraged to assess their efforts to educate homeless children and youth with input from teachers, counselors, school health personnel, principals, shelter directors, and other community representatives.

3. Throughout the project year, the Educational Program Director for Homeless Children and Youth will give presentations at administrator conferences, teacher conferences, and conferences for school counselors. The presentations will focus on the physical, emotional, and educational needs of homeless children and systems schools can use to appropriately address those needs.

4. The Commissioner of Education will declare the third week of January, "Education for Homeless Children Week." In a letter from the Commissioner of Education to school district superintendents, schools will be asked to make a special effort to enroll homeless children prior to the beginning of the second semester. In a letter from the Educational Program Director for Homeless Children and Youth to shelter directors, shelters will be encouraged to offer teachers, principals, and other school personnel tours of their facilities either before or after school during the week.

VII. Provide grants to two districts to develop a best practices manual for the education of homeless children and youth

A. Barriers addressed:

II.B Residency issues
II.C Guardianship requirements
III.A Academic deficits caused by time out of school or movement between schools
III.B High rate of transiency among homeless children and youth
III.C High dropout rate among homeless youth
III.D Transportation problems
III.E Difficulties obtaining school clothes/school supplies
III.F Educator's level of awareness of and sensitivity to the needs of homeless children and youth
III.G Difficulties completing evaluations for special services because of transiency
III.H Communication between schools and shelters
III.I Coordination with existing intra-agency and inter-agency programs
III.J Academic deficits caused by cultural deprivation
III.K Emotional conflicts and adjustments
III.L Medical, dental, and other health related needs

B. Mandates:

Section 721(1) of the McKinney Homeless Assistance Act, Subtitle VII-B

> It is the policy of Congress that each State educational agency shall assure that each child of a homeless individual and each homeless youth have access to a free, appropriate public education which would be provided to the children of a resident of a State and is consistent with the State school attendance laws.

Section 722(e)(5) of the McKinney Homeless Assistance Act, Subtitle VII-B

> Each homeless child shall be provided services comparable to services offered to other students in the school selected according to the provisions of paragraph (3), including educational services for which the child meets the eligibility criteria, such as compensatory educational programs for the disadvantaged, and educational programs for the handicapped and for students with limited English proficiency; programs in vocational education; programs for the gifted and talented; and school meal programs.

C. Activities and timelines:

1. By June 1, 1989, the Texas Education Agency will develop a request for proposals for two grants of $10,000 for public school districts to develop procedure manuals that can be used by schools throughout Texas as best practices documents. By September 1, 1989, the grants will be awarded. By May 1, 1990, the manuals will be developed and disseminated to Education Service Centers and school districts. Each manual developed by a contracting school district will include:

   a) Policies and procedures for enrolling homeless students that ensure access to enrollment (addressing residency and guardianship issues)

   b) Systems used to train attendance officers, secretaries, registrars, and principals regarding the enrollment policies and procedures developed

   c) Systems for communication and coordination with shelter providers and other service agencies that are interested in providing services to homeless students including Child Welfare Boards, YMCA's, and similar service organizations

   d) Systems for making school personnel aware of and sensitive to the needs of homeless children and youth

   e) Systems for coordination with other school district programs to ensure homeless children access to such services, at least on a basis that is comparable to that received by other students in the district. This includes coordination with state and federal compensatory education programs, programs for at-risk youth, counseling programs, etc.

   f) Systems for involving homeless parents in the education of their chidren

   g) An assessment of the district using the self-assessment guide (described in VI.C.2) disseminated by the Texas Education Agency

VIII. Promote local inter-agency coordination to help respond to the needs of homeless children and youth

A. Barriers addressed:

III.A Academic deficits caused by time out of school or movement between schools
III.B High rate of transiency among homeless children and youth
III.C High dropout rate among homeless youth
III.D Transportation problems
III.E Difficulties obtaining school clothes/school supplies
III.F Educator's level of awareness of and sensitivity to the needs of homeless children and youth
III.G Difficulties completing evaluations for special services because of transiency
III.H Communication between schools and shelters
III.I Coordination with existing intra-agency and inter-agency programs
III.J Academic deficits caused by cultural deprivation
III.K Emotional conflicts and adjustments
III.L Medical, dental, and other health related needs

B. Mandates:

Section 721(1) of the McKinney Homeless Assistance Act, Subtitle VII-B

> It is the policy of Congress that each State educational agency shall assure that each child of a homeless individual and each homeless youth have access to a free, appropriate public education which would be provided to the children of a resident of a State and is consistent with the State school attendance laws.

Section 722(e)(5) of the McKinney Homeless Assistance Act, Subtitle VII-B

> Each homeless child shall be provided services comparable to services offered to other students in the school selected according to the provisions of paragraph (3), including educational services for which the child meets the eligibility criteria, such as compensatory educational programs for the disadvantaged, and educational programs for the handicapped and for students with limited English proficiency; programs in vocational education; programs for the gifted and talented; and school meal programs.

C. Activities and timelines:

1. The Community Resource Coordination Pilot Project is an effort that is currently underway in response to Texas Senate Bill 298 which requires state agencies to coordinate their efforts to meet the needs of multi-problem children and youth. By September 1, 1989, the Texas Education Agency will provide training and information to the four pilot sites (Travis, Tarrant, Val Verde, and Henderson Counties) for the Community Resource Coordination Pilot Project regarding the needs of homeless children and youth.

The Educational Program Director for Homeless Children and Youth shall be responsible for coordinating the training and the dissemination of information.

2. By September 1, 1989, the Texas Education Agency will send a letter to school district superintendents in the pilot site areas, informing them about the pilot project's potential to assist homeless children and youth through the coordinated efforts of the pilot's member agencies.

   The Assistant Commissioner for Program Development in coordination with the Director of the Division of Inter-Agency Coordination will be responsible for the develop and dissemination of the letter.

IX. Study the extent of the problem faced by students who cannot attend school because of the risk of domestic violence

A. Barriers addressed:

II.D Risk of danger to children fleeing domestic violence

B. Mandate:

Section 721(1) of the McKinney Homeless Assistance Act, Subtitle VII-B

It is the policy of Congress that each State educational agency shall assure that each child of a homeless individual and each homeless youth have access to a free, appropriate public education which would be provided to the children of a resident of a State and is consistent with the State school attendance laws.

C. Activities and timelines:

1. By January 1, 1990, the Texas Education Agency will conduct a survey of domestic violence shelters in Texas to determine how many students are not able to attend school because of the high risk of domestic violence.

   The Educational Program Director for Homeless Children and Youth will be responsible for developing the survey instrument and conducting the survey.

2. By March 1, 1990, the Educational Program Director for Homeless Children and Youth will submit to the Commissioner of Education an analysis of the data collected in the domestic violence shelter survey.

FUTURE DIRECTIONS

This plan has identified several barriers that confront the Texas Education Agency and local school districts in identifying the number and needs of homeless children and youth, enrolling homeless children and youth in school, and providing homeless children and youth a free and appropriate public education that will enable them to learn, experience success, graduate, and become productive members of our society.

This plan will enable the State to make significant strides towards the accomplishment of all of these goals. Yet, it is important to recognize that the plan does not fully meet the need. The complexity of the needs of homeless children and youth may require more resources than are currently available in some school districts. This plan encourages coordination of resources. This plan requires that homeless children and youth have comparable access to existing resources. This plan seeks to maximize awareness and sensitivity with the hope of generating energy and creativity that can be used to seek out and apply resources towards the solution of problems. This plan encourages districts to make their best effort. However, the best effort (given available resources) may not be enough in some areas.

The data collection aspects of the plan are developed in such a way as to help monitor the extent to which the physical, emotional, and academic needs of homeless children are met. If unmet needs remain, hopefully, the data collection system will be adequately sensitive to identify the unmet needs and give direction for future plans.

With this plan, Texas responds to a huge problem with a meaningful first step. Our ability to take meaningful steps subsequent to this one will depend on our ability to address the following issues:

1. How can districts provide adequate counseling services, school health services, remedial instruction, and other related services to homeless children and youth if existing resources are not adequate to do so?

2. How can districts provide transportation to students living in shelters who otherwise would not qualify for transportation because their shelter is less than two miles from the school?

3. How can districts provide needed early childhood education programs, summer school programs for children who have missed several weeks of school, and similar programs that may be beyond what is "comparable" to the services provided to other students in the district, but, constitute what is needed if homeless children and youth are to be truly successful in school?

4. How can children of refugees from war torn countries who may live in tent cities or detention facilities receive an education "comparable" to that of other students in Texas?

5. If there are students who cannot attend school due to fear of domestic violence, how can we provide educational services to those students?

Our ability to effectively respond to these questions, shall determine the extent to which Texas truly meets the educational needs of perhaps, its most disadvantaged citizens, homeless children and youth. The challenge is substantial. However, the reward is at least equally substantial if we can break cycles of poverty and homelessness, and help homeless children and youth become productive, contributing citizens of our State.

APPENDIX A

ADVISORY TASK FORCE FOR THE EDUCATION OF HOMELESS CHILDREN AND YOUTH

The following individuals gave of their time and energy to advise the Division of Special Programs about the needs of homeless children and youth and helped explore possible avenues for meeting those needs. Their assistance was instrumental in the development of this State Plan.

School Districts:
JoAnn Duncan, Dallas Independent School District
Lupe Arevalo, Houston Independent School District
Maria Gonzalez, Dallas Independent School District
Bill Perry, Austin Independent School District
Lucille Santos, San Antonio Independent School District

Homeless Shelters:
Richard Duncan, Corpus Christi Metropolitan Ministries
Herbert Edminster, Star of Hope Family Residence, Houston
Carol Frank, Salvation Army--Dallas
Jerry Hill, Austin Street Shelter
Ron Kingsbury, Salvation Army--Austin
Ellen Myers, Corpus Christi Metropolitan Ministries

Domestic Violence Shelters:
Joyce Coleman, Battered Women's Shelter of Bexar County
Melissa Eddy, Texas Council on Family Violence
Debby Tucker, Texas Council on Family Violence

Youth Shelters:
Theresa Andreas-Tod, Texas Network of Youth Services
Kassie Larson, Covenant House
Larry Norton, Covenant House
Jerene Petersen, Middle Earth Unlimited

Community Action Programs:
Diane Endsley, Community Council of Cass, Marion & Morris Counties
Oramenta Fleming, City of Fort Worth Housing and Human Services
Tom McClurg, East Texas Human Development Corporation
W.R. Meador, Rusk-Cherokee Community Action Program
Judy Telge, Nueces County Community Action Association
Zy Weinberg, Texas Association of Community Action Agencies

Education Service Centers:
Billy Bates, Region XI Education Service Center
Silverio Cuellar, Region XX Education Service Center

APPENDIX A (Continued)

Advocacy and other Service Organizations:
Pat Alex, Texas Public Health Association
Peggy Boice, United Way of Texas
Claudia Byrnes, Community Council of Greater Dallas
Judy Carter, Capital Area Food Bank
David Cockrum, Texas Council of Child Welfare Boards
Jeff Cole, Texas Research League
Ellie Collier, Houston/Harris County Coalition for the Homeless
Rodney Hibner, YMCA of the U.S.A.--Southwest Region
Jerry James, YMCA of the U.S.A.--San Antonio
Ruth Marshall, Texas Headstart Association
Veon McReynolds, Texas Alliance for Human Needs
Kent Miller, Texas Homeless Network
Sue Negreen, National Association of Social Workers
Mary Ellen Nudd, Mental Health Association of Texas
Linda Smith, Austin Urban League
George Solano, Texas Catholic Conference
Jim Stratton, Boy's Club of America--Southwest Region
Linda Team, Texas IMPACT
Gail Thomas, Texas Pediatric Society
Sue Wilson, Texas Network for Children

State Agencies:
Thomas Chapmond, Texas Department of Human Services
Barbara Cigainero, Texas Employment Commission
Ann Denton, Texas Department of Mental Health/Mental Retardation
Daisy Diaz-Alemany, Texas Higher Education Coordinating Board
Beth Dirkes, Texas Health and Human Services Coordinating Council
Edward Farriss, Texas Department of Community Affairs
Kathleen Hurley, Texas Rehabilitation Commission
Laura Koenig, Texas Department of Health
Carol Nasworthy, Texas Employment Commission
Winifred O'Hara, Texas Department of Human Services
Tom Olson, Texas Health and Human Services Coordinating Council

Texas Education Agency:
Eleanor Anderson-Jackson, Accreditation
Frank Contreras, Special Programs
Ramona Jo DeValcourt, Adult Education Funding and Compliance
Jill Flannery, Special Education Programs
Sylvia Garcia, Program Planning
Julius Gordon, Complaints and Administration
Richard Hardebeck, Reports Management
Claudia Knowles, Complaints and Administration
Connie McClendon, Division of Inter-Agency Coordination
William McCullough, Special Programs
Wayne Pate, Adult Education Programs
Sunny Thomas, Comprehensive School Health

APPENDIX B

SAMPLE STRATEGIES AND SYSTEMS FOR EDUCATING HOMELESS CHILDREN AND YOUTH

The following list of ideas might be helpful to schools seeking to develop plans for better educating homeless children and youth. Many of these ideas have been implemented in schools in Texas. Keep in mind that not all ideas work for all schools, just as not all ideas work for all students. This list is not exhaustive. Hopefully, it will serve as a catalyst for new and better ideas for meeting the needs of homeless children and youth.

Enrollment:

Develop enrollment packets that contain all of the necessary forms (registration forms, free/reduced lunch forms, transportation forms, etc.) so that when children enroll throughout the school year, the process can be faster for school secretaries and easier for parents.

Ask local shelter directors to call and notify the school before sending a parent to register.

Encourage shelters to require school attendance for school-age children and youth as a condition for staying in the shelter. This policy is successfully used in some of the best shelters. Also, make shelter providers aware of services available to pre-school students.

When parents are registering, be aware that the parent and the child are likely to be embarrassed about where they are living. Do not bring undue attention to the fact that the child is homeless.

If the child does not have immunization records, call the Texas Education Agency's Office for Homeless Children and Youth to learn if immunization records are available on the Agency's Student Data Base.

At the time of enrollment, find out who can and who cannot pick-up the child from school. Schools must use extreme caution in working with students who are fleeing domestic violence.

Develop a buddy system for new enrollees. Have a student assume the responsibility of providing a tour of the building for the new student and introduce him or her to other students at school.

School supplies:

Collect packets of school supplies that can be given to students upon entering school. Chapter 1 funds and State compensatory education money can be used to purchase these supplies or a variety of other agencies may be willing to help provide them. Child Welfare Boards, church groups, or parent/teacher associations may be interested in providing supplies. Give lists of supplies to civic organizations such as Kiwanis, Rotary, or Lion's Club and encourage the groups to purchase packets for students at the various grade levels. If the supplies are to be provided only to students living at a shelter, then it might be best to have the shelter distribute the supplies.

Develop ways for students to earn additional supplies throughout the school year as awards for good academic work, citizenship, and attendance.

Transportation:

If there is a shelter in an area that qualifies for transportation services, make sure that there is a bus stop within easy walking distance of the shelter (even if there are not shelter students coming to school on the first day of classes). It might not be a good idea to have a bus stop directly in front of a shelter (especially if there are older students). Remember that many homeless children will try to avoid having their peers find out that they live in a shelter.

If young students would have to walk through busy intersections or dangerous neighborhoods, have the board of education consider whether or not the area should be designated as hazardous, thus, qualifying the district to receive a partial reimbursement for the additional transportation service.

Academic Concerns:

Develop a set of quickly administered screening instruments that an aide or volunteer could administer that might give teachers immediate information about the abilities of the student being placed.

Develop academic programs that are rich in oral language experiences, especially in the early grades.

Let shelter directors know about the school homework policies. Ask shelter directors to assist by setting aside quiet areas (if possible) where students can study.

Recruit volunteers for tutoring students at the shelter. Local YMCA's and Boy's Clubs might be interested in helping provide tutors.

Review referral policies for special education and other programs. Determine if there are appropriate ways to demonstrate attempts to remediate deficits in short periods of time, thus accelerating the referral/evaluation process. In providing comprehensive evaluations, give priority to students who are likely to be moving.

Make sure that homeless children have access to all programs for which they might be eligible including Chapter 1 programs, English as a second language programs, bilingual programs, gifted and talented programs, pre-school programs, after-school programs, migrant services, school meal programs, alternative education programs, vocational education programs, etc.

Health Concerns:

If the shelter has public health services on site, provide opportunities for school health personnel to discuss health issues with shelter health personnel.

Encourage shelter directors to help parents follow-through on immunizations and other health needs.

Develop clothing banks using Chapter 1 funds, State Compensatory Education funds, parent/teacher association funds, local community action programs, Salvation Army Programs, and other concerned agencies.

Develop a network of referral resources to ensure that the health needs of students are met.

Parent Involvement and Education:

Encourage parent/teacher organization to notify local shelters of meetings, open houses, and special events. Encourage the development of car pools to bring parents to school functions.

Once a semester, have teachers, counselors, or other school personnel present a brief workshop to parents at the local shelter concerning school policies and ways parents can help improve their child's success in school.

Encourage school personnel to make home visits at the local shelter on the same basis they would make home visits to other students. Shelter personnel may appreciate prior notification.

Develop district sponsored Parent Support Groups that provide parents with information and training related to a variety of parenting issues that impact a student's ability to succeed in school.

Emotional/Behavioral Concerns:

Give teachers an opportunity to learn about homelessness before asking teachers to teach homeless students. Contact shelter directors and request that school personnel be given tours of the facilities. Ask shelter directors and other service providers to provide inservice to school personnel on the causes and effects of homelessness.

To the greatest extent possible, avoid segregating homeless students. In model school programs, an observer cannot tell which students are homeless and which students are not.

Help students feel like they belong. If there is a school activity, make sure that homeless students will have the opportunity to participate. Develop a "This is OUR School" spirit.

Provide counseling services to the greatest extent possible. Encourage counselors to work individually with students, in small groups, and with teachers.

Coordinate school counseling services with services that might be provided through other agencies.

Provide a guidance aide or a volunteer who can be available to listen and provide support when needed.

Other Ideas:

Encourage shelter personnel to let the school know when a family moves (if possible, before the family moves).

Encourage shelter personnel to remind parents to report absences.

When students disenroll, give them a card to be paper clipped to the back of their social security card that might say, "This student attended _____ School from ___(date)_ until __(date)__ . For information on this good student please call (___)_____."

Advertise in shelters. Advertise the importance of school. Advertise special programs the district provides. Especially advertise programs that might be of interest to youth including programs for pregnant teens, work-study programs, alternative school programs, and vocational programs that might encourage dropouts to return to school.

APPENDIX C

STEWART B. MCKINNEY HOMELESS ASSISTANCE ACT
SUBTITLE VII-B (Sections 721-722)

Section 721.Statement of Policy.

It is the policy of the Congress that--

(1) each State educational agency shall assure that each child of a homeless individual and each homeless youth have access to a free, appropriate public education which would be provided to the children of a resident of a State and is consistent with the State school attendance laws; and

(2) in any State that has a residency requirement as a component of its compulsory attendance laws, the State will review and undertake steps to revise such laws to assure that the children of homeless individuals and homeless youth are afforded a free and appropriate public education.

Section 722.Grants for State activities for the education of homeless children and youth.

(a) GENERAL AUTHORITY.--The Secretary of Education is, in accordance with the provisions of this section, authorized to make grants to States to carry out the activities described in subsections (c), (d), and (e).

(b) ALLOCATION.--From the amounts appropriated for each fiscal year pursuant to subsection (g), the Secretary shall allot to each State an amount which bears the same ratio to the amount appropriated in each such year as the amount allocated under section 111 of the Elementary and Secondary Education Act of 1965 (as incorporated by reference in chapter 1 of the Education Consolidation and Improvement Act of 1981) to the local educational agencies in the State in that year bears to the total amount allocated to such agencies in all States, except that no State shall receive less than $50,000 in any fiscal year.

(c) AUTHORIZED ACTIVITIES.--Grants under this section shall be used--

(1) to carry out the policies set forth in section 721 in the State;

(2) to establish or designate an Office of Coordinator of Education of Homeless Children and Youth in accordance with subsection (d); and

(3) to prepare and carry out the State plan described in subsection (e).

(d) FUNCTIONS OF THE OFFICE OF COORDINATOR.--The Coordinator of Education of Homeless Children and Youth established in each State shall--

(1) gather data on the number and location of homeless children and youth in the State, and such data gathering shall include the nature and extent of problems of access to, and placement of, homeless children and homeless youth in elementary and secondary schools, and the difficulties in identifying the special needs of such children;

(2) develop and carry out the State plan described in subsection (e); and

(3) prepare and submit to the Secretary an interim report not later than December 31, 1987, and a final report not later than December 31, 1988, on the data gathered pursuant to paragraph (1).

To the extent that reliable current data is available in the State, each coordinator described in this subsection may use such data to fulfill the requirements of paragraph (1).

(e) STATE PLAN.--

(1) Each State shall adopt a plan to provide for the education of each homeless child or homeless youth within the State which will contain provisions designed to--

(A) authorize the State educational agency, the local educational agency, the parent or guardian of the homeless child, the homeless youth, or the applicable social worker to make the determinations required under this section; and

(B) provide procedures for the resolution of disputes regarding the educational placement of homeless children and youth.

(2) Each plan adopted under this subsection shall assure to the extent practicable under requirements relating to education established by State law, that local educational agencies within the State will comply with the requirements of paragraphs (3) through (6).

(3) The local educational agency of each homeless child or youth shall either--

(A) continue the child's or youth's education in the school district of origin for the remainder of the school year; or

(B) enroll the child or youth in the school district where the child or youth is actually living;

whichever is in the child's best interest or the youth's best interest.

(4) The choice regarding placement shall be made regardless of whether the child or youth is living with the homeless parents or has been temporarily placed elsewhere by the parents.

(5) Each homeless child shall be provided services comparable to services offered to other students in the school selected according to the provisions of paragraph (3), including educational services for which the child meets the eligibility criteria, such as compensatory educational programs for the disadvantaged, and educational programs for the handicapped and for students with limited English proficiency; programs in vocational education; programs for the gifted and talented; and school meal programs.

(6) The school records of each homeless child or youth shall be maintained--

(A) so that the records are available, in a timely fashion, when a child or youth enters a new school district; and

(B) in a manner consistent with section 438 of the General Education Provisions Act.

(f) APPLICATION.--No State may receive a grant under this section unless the State educational agency submits an application to the Secretary at such time, in such manner, and containing or accompanied by such information as the Secretary may reasonably require.

(g) AUTHORIZATION OF APPROPRIATIONS.--

(1) There are authorized to be appropriated $5,000,000 for each of the fiscal years 1987 and 1988 to carry out the provisions of this section.

(2) Sums appropriated in each fiscal year shall remain available for the succeeding fiscal year.

Appendix D

Data Collection Form,

McKinney Homeless Assistance Act Student Record

Education Service Center (ESC)

TEXAS EDUCATION AGENCY

Division of Special Programs

___ Initial Submission
___ Update

McKi ...ey Homeless Assistance Act Student Record

FY 19__-__

Authority for Data Collection: P.L. 100-7
Planned Use of Data: To identify student ...eds, expedite student enrollment, and compile statistical findings.
Instructions: Mark the appropriate line in t... upper left corner to indicate INITIAL or UPDATED RECORD. Complete all requested data using the instruction sheet. For assistance ...ontact the Regional ESC or the Division of Special Programs at (512) 463-9694.

Part I - Demographic Information:

A. Student's Full Legal Name_____ _____
Last First Middle

B. Date of Birth ____/____/____ C. Sex ___ (M) Male D. Social Security Number _____ - ___ - _____
MM DD YY ___ (F) Female

C. Ethnicity Code ___ (1) American Indi... ___ (2) Asian ___ (3) Black, not Hispanic ___ (4) Hispanic ___ (5) White

Part II - Shelter/Housing Informati... :

A. The student currently resides:
In a shelter: ___ public ___ ...vate Name of shelter_____
With relatives/friends ___
In another living arrangement (s... ...ify) _____

B. City where student currently resides __ _____ C. Anticipated length of stay _____

Part III - Immunization and Health ...formation:

A. DPT or TD (Series)	____/____/____	____/____/____	____/____/____	Booster Date ____/____/____
Oral Polio (Series)	____/____/____	____/____/____	____/____/____	Booster Date ____/____/____
	MM DD YY	MM DD YY	MM DD YY	MM DD YY
Measles/Rubeola	Vaccine/Disease	ate ____/____/____		
Mumps	Vaccine/Disease	ate ____/____/____		
Rubella	Vaccine Date	____/____/____		
Influenza	Vaccine Date	____/____/____		

Medical Exemptions_____ _____ Religious Exemptions_____

B. Screening Labs: (circle ONE)

Vision	R_____	L_____	with/without correction	Last Test Date ____/____/____
Hearing	R_____	L_____	with/without correction	Last Test Date ____/____/____
Spinal	Outcome _____	_____		Last Test Date ____/____/____
Tuberculosis	Result_____	_____		Last Test Date ____/____/____
				MM DD YY

C. Health Concerns:

_____ _____ _____

Part IV - Enrollment Information f... Students Currently Attending School:

Provide information for school which stud... is currently attending.

A. District Name _____ _____ B. County-District Number of School District _____
C. City in which school district is locate... _____ D. Gradel level of student _____
E. The student is attending school in:
___ the public school district where ...e current shelter/housing is located;
___ the public school district where ... student attended before moving to the shelter;
___ a shelter school program staffe... ...nded by the local public school district personnel;
___ a shelter school program staffe... ...nded by private sources; or
___ other (specify)_____ _____
F. Approximate number of days enrolled t... school year _____ G. Approximate number of days absent _____
H. Reason for excessive absences (if mor... ...han 10% of days enrolled) _____

Certification by data collection ager... that all information is correct and that immunization information was collected from a record validated b... ... physician or public health personnel:

Printed Name and Title of Contact Person for ...elter/Agency	Date	Telephone

Return to: Regional Education Service Center SP-081

Part V - Enrollment Information for Students NOT Currently Attending School:

For items A-F, provide information for school district last attended.

A. District Name _____ B. County-District Number of School District _____

C. City in which school is located _____ D. Grade last attended _____ E. Grade last completed _____

F. Last date attended _____/_____/_____(MM/DD/YY)

For items G and H, provide information about the student's current admission status.

G. Has the student sought admission to the following: (Indicate YES or NO)

_____ the school district in which the current shelter/housing is located?

_____ the school district in which the student previously resided?

_____ another school district or education facility? (Specify)_____

H. Indicate the student's admission status by marking the appropriate blank. (Indicate reason below.)

_____ has not sought admission _____ has sought admission, but is not enrolled _____ was enrolled, but is not attending

Reason:_____

Part VI - Educational Needs of the Student:

A. Indicate the appropriate code (from the list below) to the right of each of the listed services.
Indicate numeric priority of needs inside the brackets to the left of the listed services.
"CR" if the student is currently receiving the service, and the service meets the student's needs.
"NR" if the student needs, but is NOT currently receiving the service.
"IN" if the student is receiving the service, but the service in not adequate to meet the student's needs.

( ) Remedial Reading_____ ( ) Health Services _____ ( ) Alternative Education_____ ( ) Vocational Education _____

( ) Remedial Math _____ ( ) Gifted and Talented _____ ( ) Summer School _____ ( ) School Supplies _____

( ) Tutoring _____ ( ) Parent Education _____ ( ) Work-Study Programs_____ ( ) Shoes/Clothing _____

( ) Counseling_____ ( ) English Lang. Inst._____ ( ) Transportation _____ ( ) Special Education _____

( ) Homebound Services____ ( ) Other (specify)_____

B. Special education records for this student can be obtained by contacting:

_____

District Name City State

C. The primary problems related to this student enrolling in and attending school are:

_____

_____

_____

Part VII - Update Information:

A. Complete this section only if this is updated information. Place an "X" beside every appropriate category.

_____Graduated _____Obtained G.E.D. _____Joined Military _____Permanently Housed

_____Dropped Out & Employed _____Left State _____Location unknown _____Deceased

_____Dropped Out & Unemployed _____Other (Specify)_____

Part VIII - Certification:

I voluntarily authorize the release of the above information to the Texas Education Agency and the local school district in which my child is enrolled or is eligible for enrollment. I understand that this information may be given to other school districts in which my child seeks enrollment. I am aware that I may see and obtain my child's record. No persons or agencies (other than those listed above) can obtain my child's record without my written permission. I cannot be denied any service on the basis of my refusal to provide information for this form.

I _____ (parent/person acting as parent) certify that the above information is correct to the best of my knowledge.

Signature of Parent/Person acting as parent:_____ Date_____

SP-081

INSTRUCTIONS FOR COMPLETING THE MCKINNEY HOMELESS ASSISTANCE ACT STUDENT RECORD - SP-081

Based on the McKinney Homeless Assistance Act's definition a homeless individual is a person who either:

- sleeps in a shelter for the homeless (including shelters for runaway youth and domestic violence shelters);
- sleeps in the home of a friend or relative because the person lacks a fixed, regular and adequate residence;
- sleeps in a shelter awaiting institutionalization, adoption, foster care, or other placement; or
- sleeps in a car, tent, abandoned building, or other location not designated for a regular sleeping accommodation for human beings.

Data should be collected for any homeless individuals who as of September 1st of the current school year are:

- at least 5 and less than 21 years of age, who have not graduated from high school;
- 4 years old, who are eligible for a Disadvantaged Pre-Kindergarten program, if the district where the shelter is located, offers such a program;
- 3 or 4 year olds, who are eligible for special education programs;
- visually handicapped or auditorially handicapped infants and toddlers, who are between the ages of 0 and 2; or
- 21 year olds who are eligible for or have received special education services.

Part I - Demographic Information:

Items B, C, and E are self-explanatory.

A. Enter the student's legal name. If the student has a nickname, it can be written in parentheses.

D. Enter the student's social security number. If the student does not have a social security number, enter the social security number of the parent or the person acting as parent. If no social security number is available, assistance in helping the student acquire a social security number is appreciated, however, the item can be marked "none available."

Part II - Shelter/Housing Information:

A. The student currently resides - Mark the line which describes where the student sleeps at night. If the student lives in a shelter, indicate if the shelter is a public or private facility. The shelter should be considered public only if it is funded and operated by a government agency. If the student lives in a shelter, write the name of the shelter. However, if the student is fleeing domestic violence, it is acceptable to write "Domestic Violence" instead of the name of the shelter. If the student is sleeping in a campground, in a car, in an abandoned building, under a bridge, or on the streets, write where the student is sleeping next to the words, "Other living arrangement."

B. City where student currently resides - Indicate the city where the shelter/housing or other temporary accommodation is located. If the student lives in a car, write the name of the city where the student was at the time the data was collected.

C. Anticipated length of stay - If the parent or shelter director is unable to establish the length of time the student will remain at the shelter, enter the shelter's maximum allowable time. If there is no maximum, enter the average length of stay. If the student is not living in a shelter, and the parent is unable to establish the length of time the student will remain in the setting, write "unknown". Do not leave the item blank.

Part III - Immunization and Health Information:

A. ONLY REPORT IMMUNIZATION INFORMATION THAT HAS BEEN VALIDATED BY A PHYSICIAN OR PUBLIC HEALTH PERSONNEL. If the student has an incomplete immunization record (or does not have a record) help the student acquire immunizations through the public health department, before submitting the SP-081 (Student Record).

- DPT or TD (Diptheria/Pertussis/Tetanus or Tetanus/Diptheria) - If the student possesses an immunization record containing his/her history of prior immunizations, the record should indicate that at least 3 doses of DPT or TD have been administered. One dose must have been administered on or after the student's 4th birthday. Record the month, day, and year of the immunizations under "Series Dates." The "Booster Date" should contain the month, day, and year the last shot was received after the student's 4th birthday. In cases where a "B" or "Series Completed" is indicated on the immunization record, leave the "Series Dates" blank, since the physician or public health official is assuming that the student completed the series and only needed a booster. If the student received the first part of the series of immunizations, he/she will be eligible for school enrollment, provided that he/she obtains the additional immunizations in the series as soon as the physician or public health department personnel deem it necessary to do so.
- Oral Polio - Use the same directions as listed for DPT or TD
- Measles/Rubeola - Record the month, day, and year the vaccine was administered under "Vaccine/Disease Date". In lieu of the vaccine, the student can submit a written statement from a physician verifying that the student had measles on or about a specific date and does not need the measles vaccine. If the student has or can obtain such a statement, record the date the student had the disease. If a physician's statement is not available, the vaccine must be administered.
- Mumps - Use the same directions as listed for Measles. NOTE: Currently the vaccine is not required for students age 17 or older.
- Rubella - Write the month, date, and year the vaccine was administered. The student must have the vaccine even if the student had the disease. NOTE: The vaccine is not required past the 12th birthday.
- Influenza - **Optional: This item is not required. However, influenza vaccine should be administered if local school districts in the area are requiring students to receive the vaccine.**
- Medical Exemptions - The student must present a physician's affidavit which states that the immunization would be injurious to the health of the student or a member of his/her family or household. If a lifelong condition is not specified, the certificate is valid for only one year. Record also the doctor's name and date of the affidavit on the "Medical Exemption" line. NOTE: Requirements for polio, measles, rubella, and mumps are waived during pregnancy.
- Religious Exemptions - The parent/guardian must sign an affidavit indicating that the immunizations conflict with the tenets and practices of a recognized church or religious denomination.

B. Screening Labs - Optional: **These items are not required, however, this information may expedite appropriate follow-up action by school health personnel.**
   - Vision - Write the measurement of the student's visual acuity in each eye. Circle if the measurement was done with or without eyeglasses or contact lenses. Indicate the date of the last screening.
   - Hearing - Indicate auditory acuity deficits in either ear. Circle if the screening was done with or without hearing aids. Record the screening date.
   - Spinal - List any concerns that require follow-up action by medical or school health personnel and record the date of the last screening.
   - TB (Tuberculosis) - Indicate the results of the last TB test and record the screening date.

C. Health Concerns - List any health concerns that might influence the student's ability to attend school including allergies, chronic health problems, dental problems, drug or alcohol abuse, etc.

Part IV - Enrollment Information for Students Currently Attending School:

For all items, record the information for the school district the student is currently attending. Items C, D, and E are self-explanatory.

A. District Name - Enter the name of the school district (e.g., Dallas I.S.D.). Do not enter the name of the school building (e.g., Lincoln Elementary).

B. County-District Number - Enter the number if known, or contact Education Service Center for assistance.

F. Approximate number of days enrolled this year - Estimate the number of days the student has been enrolled in school during the current school year. The number of days should include days the student was enrolled prior to moving to the student's current shelter/housing.

G. Approximate number of days absent - Out of the number of days listed in item F, approximately how many days was the student absent.

H. Reason for excessive absences - If the number listed in item G is more than 10 percent of the number listed in item F, list the major reasons the student has been absent.

Part V - Enrollment Information for Students NOT Currently Attending School:

For items A-F, provide information for school district last attended. For items G and H, provide information about the student's current admission status. For items A and B see the directions in Part IV. Items C-E are self-explanatory.

F. Date last attended - Estimate if unknown.

G. Answer yes or no to all three items.

H. Mark the appropriate blank and explain why the student either has not sought admission, was not enrolled, or is not attending school.

Part VI - Educational Needs of the Student:

A. Based on the opinion of the parent or the person acting as parent, if the student is receiving the service and the service being provided is adequate to meet the student's needs, write "CR". If the student needs the service, but, is not receiving it, write "NR". If the student is receiving the service, but the service is inadequate to meet the student's needs (for example, a student who needs daily intensive counseling, who receives counseling once a week for twenty minutes), write "IN". If the student does not need the service, leave the item blank. Of the services marked "CR", "NR", or "IN" rank in priority order, which services the student needs most in order to be successful in school.

   DESCRIPTION OF SELECTED SERVICES
   - Remedial - Remedial services provide instruction for students who are at least one grade level behind in reading or math skills.
   - Tutoring - Instruction provided before, during, or after school on a one-on-one basis.
   - Homebound Services - Instruction provided by a teacher where a student resides. This instruction may be needed for students who are unable to attend school for medical, emotional, or safety reasons.
   - Gifted and Talented - Instruction for students with high intellectual, creative, academic, and critical thinking abilities.
   - English Language Instruction - Instruction designed to teach English to students whose first language is not English.
   - Alternative Education - Instructional programs designed for students who have difficulty benefiting from, or conforming to traditional education programs. Alternative education programs frequently serve students who have experienced severe behavior problems. The programs are frequently on separate campuses with a modified instructional program.
   - Vocational Education - Programs designed to prepare students for careers in agriculture, business, and industry.
   - Special Education - Services designed to teach students who have various handicapping conditions including learning disabilities, emotional disturbances, mental retardation, or visual, auditory, or physical handicaps.

B. If the student is or was receiving special education services, and if it is known where special education records can be obtained, indicate the district name, city and state where records are located. Otherwise, the item can be left blank.

C. Indicate the primary problems the student is encountering in either trying to enroll in school (e.g., acquiring records, immunizations) or trying to attend school (e.g., transportation, school supplies, behavior problems).

Part VII - Update Information:

Complete this section only if the form is an update of data previously submitted by any agency. For all updates, also complete Part I. Complete Parts II, IV, or V as appropriate to indicate information that has changed since the previous submission.

Part VIII - Certification:

The parent or the individual acting as the parent or the adult student should certify the form.